



Allegheny County Department of Human Services

RFP Response Form

RFP for the Development of an Enhanced and Comprehensive Reentry System

PROPOSER INFORMATION

Proposer Name: Pennsylvania Prison Society

Authorized Representative Name & Title: Kirstin Cornnell, Family and Community Support Director.

Address: [REDACTED]

Telephone: [REDACTED]

Email: [REDACTED]

Website: www.prisonssociety.org

Legal Status: ☐ For-Profit ☒ Nonprofit ☐ Sole Proprietor/Individual ☐ Partnership

Women Owned: ☐ Yes ☒ No *No ownership, but Women Led

Minority Owned: ☐ Yes ☒ No

If yes, select the ethnicity:

- | | |
|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Black or of African decent |
| <input type="checkbox"/> Hispanic or Latino/a | <input type="checkbox"/> Native Hawaiian/Pacific Islander |
| <input type="checkbox"/> Western Asian/Middle Eastern | <input type="checkbox"/> East Asian/Far Eastern |
| <input type="checkbox"/> South Asian/Indian (Subcontinent) | <input type="checkbox"/> Southeast Asian |
| <input type="checkbox"/> Other Asian | <input type="checkbox"/> Multi-racial |

Self-Describe: [Click here to enter text.](#)

Faith Based: ☐ Yes ☒ No

Partners included in this Proposal: The Prison Society will work closely with partners in the jail and community, but none are formally included as part of this proposal.

How did you hear about this RFP? *Please be specific.* Multiple colleagues and partner organizations alerted us to the RFP and encouraged us to apply. This included DHS staff, ACJ staff, and academic partners in Pittsburgh.

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PROPOSAL INFORMATION

Which service are you proposing to provide? *(please check all that apply):*

- ☐ CT-R Course Facilitation
- ☒ Curriculum-based Programming
- ☐ Activities-based Programming and Resource Coordination

If your organization is proposing to provide Curriculum-based Programming, please select the service area(s) for which you're proposing to provide programming.

- ☐ Mental and Physical Health
- ☐ Substance Use Treatment-related Supports
- ☐ Job Training and Development
- ☒ Relationship Building and Maintenance

Total dollar amount requested: \$106,521

Proposal summary *(please use only one sentence):*

The Prison Society is seeking to implement its 6-week Building Connection curriculum which uses evidence-informed methods to give participants new skill sets and tools to build and maintain social support networks critical for their well-being and success post release.

REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	Claire Shubik Richards		
Contract Processing Contact	Kirstin Cornnell		
Chief Information Officer	Kirstin Cornnell		
Chief Financial Officer	Matt Githens		
MPER Contact*	Kirstin Cornnell		

* [MPER](#) is DHS's provider and contract management system. Please list an administrative contact to update and manage this system for your agency.

BOARD INFORMATION

* For the Board Chairperson, you must list an address, phone and email address different than the organization.

Board Chairperson Name & Title: Simeon Poles, President

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Board Chairperson Address: DLA Piper
One Liberty Place

[REDACTED]
[REDACTED]
[REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

Partners included in this Proposal: The Prison Society will work closely with partners in the jail and community, but none are formally included as part of this proposal

REFERENCES

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization. *Please do not use employees of the Allegheny County Department of Human Services as references.*

Patricia Sutton, Regional Parole Manager, PA Department of Corrections

[REDACTED]
[REDACTED]

Andra Jennings, Prison Psychologist, Riverside Correctional Facility

[REDACTED]
[REDACTED]

Donna Brown-Cade, Re-Entry Services Manager, Institute for Community Justice

[REDACTED]
[REDACTED]

CERTIFICATION

Please check the following before submitting your Proposal, as applicable:

☐ I have read the standard County terms and conditions for County contracts and the requirements for DHS Cyber Security, EEOC/Non-Discrimination, HIPAA and Pennsylvania's Right-to-Know Law.

☐ By submitting this Proposal, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary benefit or other thing of value for the receipt of special treatment, advantaged information,

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recipient's decision, opinion, recommendation, vote or any other exercise of discretion concerning this RFP.

Choose one:

☐ My Proposal contains information that is either a trade secret or confidential proprietary information and I have included a written statement signed by an authorized representative identifying those portions or parts of my Proposal and providing contact information.

OR

☒ My Proposal does not contain information that is either a trade secret or confidential proprietary information.

ATTACHMENTS

Please submit the following attachments with your Response Form. Attachments do not count towards the page limit for your Proposal.

- Sample Staffing Plan (*please provide a staffing plan for each service proposed*)
- Sample Curriculum (*only for Proposers of Curriculum-Based Programming*)
- Sample Activities Schedule (*only for Proposers of Activities-based Programming and Resource Coordination*)
- Letter(s) of support from a community-based organization/individual
- Partner commitment letters, if applicable
- MWDBE and VOSB documents (*see Sections 6.1 and 6.2 of the RFP for more details*)
- W-9

REQUIREMENTS

Please respond to the following. **All Proposers must complete the Organizational Experience, Organizational Capacity and Budget Sections. Please complete these sections only once, regardless of the service(s) proposed.** The score from these sections will be added to the score for each service proposed. The maximum score that a Proposal can receive in each category of service is:

- Recovery-Oriented Cognitive Therapy (CT-R) Courses Facilitation = 95 points possible
- Curriculum-based Programming = 105 points possible
- Activities-based Programming and Resource Coordination = 80 points possible

Complete only the sections for the service(s) you wish to propose. Services not included in your Proposal may be left blank. Please stay within the page limit listed at the top of each section.

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All Proposers must complete these sections. Your response to this section must not exceed 5 pages.

Organization Experience (30 points)

1. Describe your organizational experience and success working in difficult settings with high-need individuals and/or communities with diverse identities, especially current or former justice-involved individuals. (10 points)

For 237 years, the Prison Society's mission has been to work to ensure more humane prison conditions and to advocate for restorative criminal justice policies. We forward our mission by providing pro-social support to incarcerated people and their families; serving as the state's prison ombuds with a focus on helping people in prison access needed healthcare; and advocating for policies that promote the health, safety and dignity of people who are confined to Pennsylvania's prisons. For this large and underserved community, the Pennsylvania Prison Society is the primary organization delivering services in a way that is unique, innovative, measured, community-centered, and transformative. Our work is instrumental in revealing the collateral consequences of incarceration, including diminished health, family disruption, stigma, and disenfranchisement.

With our unparalleled access and deep history, the Prison Society is a go-to resource for people incarcerated in Pennsylvania. In addition to resolving individual requests for assistance from incarcerated people, we conduct multifaceted, proactive facility monitoring in state or county facilities. We use the sum of these experiences to enact larger systemic change to protect the health, safety, and dignity of all incarcerated people.

To do this important work, we are present in each of Pennsylvania's 85 prisons and jails. We see first-hand the issues people in custody are facing, and understand the complex needs prison staff are asked to address. Last year, our staff and volunteers responded to more than 11,000 requests for help, approximately half of which were about facilities in or around Allegheny County. More than 4,000 requests resulted in a staff member or volunteer being dispatched to meet with an incarcerated person or prison staff in person. More than 300 incarcerated people participated in our in-facility programming, and over 140 loved ones relied on us for transportation to visit loved ones.

2. Describe your organizational experience and success in building trust in the communities within which you work, including at least one letter of support from a community-based organization/individual. (10 points)

The Prison Society is led by the communities we serve in three ways: First, the focus of our work is directed by and powered by our community. Approximately 30% of our 300 statewide volunteers are formerly incarcerated people or the family of incarcerated people. Second, our Community Advisory Council (CAC) works alongside our Board of Directors on matters related to the Society's mission (strategic planning, branding, and community outreach). The CAC includes formerly incarcerated people and family members. Seventy-five percent of members identify as Black; two members identify as Hispanic; ages of members range from mid-30s to over 65. Third, six members of the Prison Society's 18-member Board of Directors have either been incarcerated or supported a family member during a period of incarceration. Society staff is one-third BIPOC. Three staff members are formerly incarcerated, and one-third have had an incarcerated family member.

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It is key to our identity that we are part of the community entrusting us to work with them. We strive to build diversity, equity, and inclusion into all our operations. We understand what's wrong with our prison system because we talk to the people most directly impacted by it every day. We respond to thousands of calls, letters, and emails each year. Our trained volunteer prison monitors - many of whom are formerly incarcerated or have incarcerated loved ones - are in prisons, including the ACJ, on a regular basis.

We prioritize reporting back to and engaging with community members and organizations. We strive to work in partnership, rather than in competition, with other community organizations. For example, the Building Connection curriculum delivered to women in a Parole Violator's Center is co-facilitated with a partner organization, the Institute for Community Justice (ICJ). While the majority of the Prison Society's work centers on people's experience while incarcerated, ICJ offers robust services upon coming home. We rely on our partnership with them to connect program participants with high quality medical care, access to food, identification services, and more. Our programming works the best when we can develop collaborative wrap-around services. Our attached Letter of Support is from ICJ and communicates our strong relationship with them.

Our in-prison programming is designed to expand incarcerated people's network of support and their sense of belonging in the larger community. Our sessions are built to maximize participant involvement and are grounded in self-reflection, understanding, and trust. Our facilitators are trained in Motivational Interviewing to empower each participant to find and create individual solutions to the challenges that they are facing. The result of this approach is a cohort atmosphere that prioritizes trust and the ability to stay connected as an organization to individuals as they come home and reentry the lives of their family and community

This grant opportunity will allow us to deepen our connections with service providers in Allegheny County, with a staff member dedicated to building and maintaining collaborative relationships to assist program participants post-release. This staff member will work closely with our Allegheny County-based Prison Monitoring Manager and Family Support Group Facilitators. We are excited for the opportunity to grow our team and grow our partnerships to meet the demand for our services.

3. Describe your organizational understanding of trauma-informed approaches and explanation of how trauma-informed approaches will manifest in the Proposer's program(s) and/or when working with program participants. (10 points)

It is central to our mission to be public witnesses to what happens in prison and ensure that all are treated with dignity/humanity. One cannot talk about mass incarceration without acknowledging the history/legacy of racial injustice in America. Similarly, reform must take these histories and dynamics into account.

The criminal legal system disproportionately penalizes people with trauma, behavioral health needs, and other human service needs while failing to make communities safer. This fact is at the core of our organizational culture and mission: that all people, regardless of criminal history, are deserving of health, safety and dignity. Recognizing the humanity of people in custody is critical to interrupting cycles of incarceration.

It is an organizational priority to be aware of best-practices in our programming, ensuring that we are creating safe and considerate spaces for individuals who have experienced trauma and that we are designing trauma-informed curriculum. Facilitators are trained to build communities of trust within workshops. It is also part of our philosophy that all programs are optional: prisons and jails strip people of

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much of their personal autonomy, and it is our commitment to give people the space and tools they need to identify their own needs and create their own goals.

The Prison Society is committed to creating an organizational culture of care that honors and prioritizes the humanity and wellness of every person within the organization and with whom the organization interacts and engages. As an organization, we have taken intentional steps in the past year to create and foster a trauma-informed work culture. This includes initiating a Reflective Supervision training program led by the Health Federation for our staff who have direct-reports, rebalancing job responsibilities to address vicarious trauma concerns, and a monthly staff conversation about secondary trauma and how to manage the weight of our work. We see these workplace initiatives as integral to the care of our staff and central to overall effectiveness.

Organization Capacity (15 points)

4. Describe your organizational capacity to recruit, retain and supervise high-quality, diverse staff, including individuals with lived experience with justice system involvement. (5 points)

The Prison Society is in the middle of a period of exciting growth: our team has approximately tripled in size since 2019, and staff are located in Western, Central, and Eastern Pennsylvania. It is a focus of our strategic plan to continue to grow and deepen our staff presence in Western Pennsylvania.

This program would be directed by the Prison Society's Family and Community Support Director, Kirstin Cornell, who oversees all in-prison and community-based programming for the Society, and supported by Andy Peifer, Family and Community Support Manager. Kirstin currently supports a team of eleven staff and contractors who run programs in the community and within six different correctional facilities in four different counties. Three members of the Family and Community Support team have been incarcerated themselves, six have or have had a family member incarcerated, and six identify as BIPOC.

Staff members attend a weekly all-staff meeting on Monday mornings where priorities and goals for the week are set and shared. This meeting serves as a point of connection for staff by identifying areas for collaboration and ensuring that all staff are aware of initiatives in other programmatic areas. Programmatic staff also meet weekly with supervisors to discuss project progress and areas in need of support or guidance. All staff are invited to a monthly secondary trauma support meeting.

Staff work hybrid schedules in office, at home, and in correctional facilities/community centers. The Society utilizes Slack to allow teams to communicate in the moment, regardless of where they are located. Channels in slack are used to collaborate on specific projects, to share news about what may be happening in a specific facility, and to source support for specific issues incarcerated people or their families have reached out to us about.

The Prison Society places a premium on staff development to ensure our team has the greatest impact for those we serve, and recently hired our inaugural Director of Communications and Culture. This role is responsible for strengthening our onboarding and training pathways. Currently, competencies and growth areas are discussed at point of hire, and we work to develop and strengthen them during regular check-ins. Staff have twice-annual professional development conversations with the Executive Director. We budget our finances and our time to promote professional development opportunities.

We also believe in developing the next generation of promising young talent. We regularly move interns into paid positions and provide intentional mentorship to junior members of our team. All staff are exposed to one another's work, become familiar with leadership decisions through weekly meetings, and are welcome to attend quarterly board meetings.

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Continued learning is a value of the Prison Society. Both staff and mentors will have access to Prison Society professional development opportunities, in addition to any training opportunities offered by DHS, the ACJ, or the Beck Institute.

5. Provide a sample staffing plan for providing sufficient coverage at all times with an appropriate number of staff who have appropriate responsibilities and levels of experience. (5 points)

Attached as separate document

6. Referencing *Section 2.1 Collaboration with Beck Institute*, describe your organization's plan to work with Beck Institute and strategies for agency-specific staff training, supervision and quality assurance. (5 points)

The Prison Society is excited about the opportunity to work with the Beck Institute to enhance the design and facilitation of our proposed curriculum. The Society is committed to the ongoing training and development of our staff, and we look forward to collaborating with the Beck Institute to identify strategies to build and maintain relationships at the ACJ and with partner agencies.

The Prison Society will work with the Beck Institute to incorporate elements of Recovery-Oriented Cognitive Therapy into our curricula, facilitation strategies, and interventions. Program staff will work in collaboration with the Beck Institute and DHS to determine a schedule for any necessary or desired technical assistance and training.

We will participate in CT-R training alongside other successful proposers and justice system staff; participate in weekly consultation sessions to incorporate principles of CT-R into curriculum and facilitation techniques; participate in interdisciplinary and cross-systems meetings; participate in additional training to become a champion of CT-R, and participate in focus groups or on advisory boards that seek to adapt CT-R to best fit the needs of the system.

Many things excite us about the opportunity to learn from and work with the Beck Institute, but we are especially interested in learning how CT-R can be used to engage people who have significant difficulty accessing motivation. It is core to our programming models that participants are not mandated to attend, but rather elect to. That said, we recognize that while we are supporting individual autonomy, we may not be engaging with people who are in most need of support and services. We want to learn how to develop a model that engages those who are perhaps unmotivated to seek help.

This partnership has the potential to scale its impact, as the Society will incorporate lessons learned into its facilitation of programming throughout the commonwealth. Every prison and locality is different, but having a consistent framework, language, and values embedded into the program will strengthen our impact statewide.

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CT-R Course Facilitation (40 points)

Complete this section only if you are proposing to provide this service. If you are not proposing this service, please leave this section blank. Your response to this section must not exceed 7 pages.

1. Provide a clear statement about why your organization is interested in facilitating the CT-R Course and how it aligns with the Proposer's mission or current work. (5 points)
2. Describe your organizational experience and success in implementing an evidence-informed program, intervention and/or service to model fidelity. (5 points)
3. Describe your organization's proposed facilitation approach in the ACJ and the community, including suggested locations, schedule and frequency, and engagement strategies for community-based groups (25 points)
4. Describe your organization's plan to incorporate peers or other credible messengers in your facilitation. (5 points)

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Curriculum-based Programming (50 points)

Complete this section only if you are proposing to provide this service. If you are proposing to provide programming for multiple service areas, your responses must address each program proposed. If you are not proposing this service, please leave this section blank. Your response to this section must not exceed 7 pages per service area proposed.

1. Provide a clear statement about why your organization is interested in developing and facilitating Curriculum-based Programming in the chosen service area(s) and how it aligns with the Proposer's mission or current work. (5 points)

The Prison Society's 2023-2027 Strategic Plan, *Forward Together*, is focused on creating a Pennsylvania that:

- values and safeguards the health, safety, and dignity of people in prisons and jails;
- supports and strengthens family and community ties;
- and where depriving people of their liberty is a last resort for public safety.

At any given moment, approximately 62,000 Pennsylvanians are separated from their loved ones and their communities because they are incarcerated. That figure becomes even more daunting when you consider the daily flow of people into and out of county jails. The toll of mass incarceration is immense, and it is key to the Prison Society's mission to support incarcerated people and their families as they work to establish and maintain relationships during periods of separation.

This uniquely impactful focus of our work reduces harm to families and neighborhoods by repairing the frayed social fabric caused by incarceration, and it helps people returning to the community after incarceration integrate and succeed. Building and maintaining meaningful relationships can serve as a protective factor to recidivism and other negative outcomes. Supportive social networks are associated with improved mental health and wellbeing and reinforce appropriate interpersonal skills crucial for success in the workplace and community.

The Prison Society offers a variety of programming to mitigate and dismantle the isolation caused by incarceration and to advocate for policies that support and establish positive relationships. Coordinated systems of support that also involve family/loved ones are necessary to ensure that jail incarceration is limited, brief, and non-recurrent.

The cornerstone of our family and community support programming is our curriculum, Building Connection. It is adaptable, replicable, and currently used in two State Correctional Institutions and one Community Correctional Center ("halfway house"). Building Connections is rooted in evidence-informed practices to address criminogenic needs related to meaningful relationships and family dynamics. Discussed in further detail below, the curriculum was developed in response to more than a decade of experience working with incarcerated people during the period just before, and just after, release. Over and over, the Prison Society witnessed how people with stronger networks of support were more successful in meeting their basic needs and staying out of the criminal legal system. Fostering connection to family and to one another contributes to safer prison environments, supports successful reintegration, and reduces harm to communities.

By expanding our use of Building Connections to the ACJC, we are seeking to deepen our impact and reach more people in need of support. In 2023, the Prison Society received the most requests for assistance and services from the western region of the state- nearly as many as the eastern and central regions combined. The demand for services is high, and we are excited for the opportunity to expand this impactful program into Allegheny County and to hone the curricula with the Beck Institute and other providers. We recognize

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that each facility has unique needs, and this RFP is structured exactly how the Prison Society prefers to deliver programming: in partnership with all stakeholders.

Too often, service provision happens in a vacuum, but coordination improves outcomes and reduces redundancies. We are good at facilitating trust and building connections. Our model's success hinges on our ability to work with partners inside and outside the facility to care for all the complex and interconnected needs of a program participant. It is core to our mission to set expectations while also connecting people to the people, places, and things that they need.

2. Describe your organizational experience and success in implementing an evidence-informed program, intervention and/or service to model fidelity. (5 points)

For 237 years, the Prison Society's mission has been to ensure more humane prison conditions and to advocate for restorative criminal justice policies. We forward our mission by providing pro-social support to incarcerated people and their families, serving as the state's prison ombuds with a focus on helping people in prison access needed healthcare, and advocating for policies that promote the health, safety and dignity of people who are confined to Pennsylvania's prisons.

For more than 10 years, the Prison Society has been delivering an evidence-informed curriculum, Building Connection, focused on addressing the criminogenic needs related to meaningful relationships and family dynamics in several Pennsylvania prisons. The curriculum is delivered as part of a multi-year contract with the PA Department of Corrections. Men at SCI Phoenix and SCI Chester can sign up for our workshops as part of each facility's Reentry Services Office (RSO). Incarcerated people are eligible for RSO programming 18 months prior to seeing parole for the first time. An adapted version of the curriculum focused primarily on family relationships and reunification is also offered to women in the Parole Violators Center at one of the commonwealth's contracted Community Correctional Facilities.

In addition, the Prison Society has been delivering an evidence-based parenting group in the Philadelphia jails for more than 20 years. Facilitators are trained to deliver the Nurturing Parenting curriculum, which is nationally validated and recommended by SAMHSA as a proven program for the prevention of child abuse and neglect. The objective of these groups is to provide incarcerated fathers with the knowledge and understanding they need to be engaged and responsible parents. Parents learn about the stages of a child's development, and how they can effectively be a part of that process by learning positive communication and responsive skills. Groups also help parents navigate how to communicate with the non-incarcerated co-parent, and how to address incarceration and its related impact on their family and child.

The Prison Society's parenting group is offered as part of a contract with Philadelphia DHS. For more than two decades, we have successfully run concurrent cohorts in multiple housing units and complied with all DHS training and reporting requirements. Pre- and post-group surveys are used to measure changes in parenting attitudes and opinions. Last fiscal year, more than 140 fathers participated in our program.

The Prison Society has also been offering parenting groups, using the Parenting Inside Out curriculum in the Centre County jail. We began offering the group in response to a jail policy that required program completion for parents to have contact visits with their children, whether or not they were DHS involved. The jail had limited capacity to offer programming, despite this policy, so Prison Society staff and volunteers fundraised to purchase the curriculum and train facilitators to increase access to parent/child visits.

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3. Describe your organization's proposed approach to the design of the curriculum, including a sample curriculum, for the proposed service area(s) and any pathways to complementary community-based programming. (20 points)

The Prison Society's Building Connection curriculum was developed in response to more than a decade of experience working with incarcerated people during the period just before, and just after, release. It is rooted in evidence-informed practices to address the criminogenic needs related to meaningful relationships and family dynamics and is highly adaptable to different correctional settings. Each workshop is focused on developing and practicing skills related to positive interpersonal interactions, and emphasis is given to how healthy relationships are critical for an individual's long-term success- whether that's as a parent, as a business owner, and as a community leader.

The curriculum (attached) includes workshops on relevant topics including active listening, the role of trauma, emotional intelligence, reframing failure, and creating the life one wants. The Prison Society has the option to include additional modules as appropriate focused on parenting, physical health, mental health, and substance use.

Currently, the curriculum is offered to men at SCI Phoenix and SCI Chester over five weeks. The curriculum was originally designed to be 10 weeks but was condensed to eliminate redundancies with other programming offered in Reentry Services Offices.

The curriculum is also offered to women in the Parole Violators unit at one of the commonwealth's contracted community correctional facilities. Workshop models were adapted to fit the specific needs of the facility and participants. While delivering the curriculum, we discovered that it was too difficult to run a closed cohort model due to short, and often unpredictable, lengths of stay at that facility. Therefore, the curriculum was adapted to be offered in a rolling, open cohort model. Participants can plug in at any time, and sessions repeat every 8 weeks. To encourage regular attendance, participants who attend at least six sessions are given a certificate of completion and transportation assistance (a 30-day transportation card given upon release in coordination with the facility).

Feedback has been overwhelmingly positive from both correctional partners and program participants. We have been invited to expand service delivery to more facilities and participants, but before doing so, we wanted to make sure our model is as clear and impactful as it can be. Therefore, in the spring of 2024, the Prison Society entered into an agreement with LaSalle University's Non-Profit Center to collaborate on the review and enhancement of our curriculum delivery. This work includes a review of literature and best-practices for in-prison programming, an assessment of our current materials and delivery model, and will conclude with a comprehensive proposal to maximize programming effectiveness moving forward. It is our hope that this evaluation will dovetail seamlessly into replication at the ACJC and will also be furthered in partnership with the Beck Institute.

Our approach to service delivery is deeply collaborative. It is essential to use evidence-informed strategies with fidelity, but staff must also have a willingness to think creatively and adapt to challenges imposed in correctional settings. We expect to be in regular communication with ACJC staff, the Beck Institute, and other service providers to continually improve service delivery models.

Pathways to the Community:

An individual's success rejoining the community largely depends on the strength of their network. Our curriculum will help build a participant's toolbox by preparing them to navigate the social and emotional aspects of returning home. The Prison Society's longstanding history working with populations impacted

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with incarceration, paired with our vast network of volunteers around the commonwealth, uniquely positions the Society to provide unparalleled coordination between participants and community partners post release.

The last session of our curriculum is focused on resource connection, using tools and skills developed in the prior five sessions. Participants will create goal plans and receive critical information needed to execute their goals, including partner referrals and post release contact information.

The Society also maintains a Master Resource Guide, sortable by county and resource type, which contains more than 180 organizations with whom we maintain strong relationships. Our community partners are most robust in Allegheny County, Centre County, and Philadelphia County, but our staff and volunteers can help fill gaps in many underserved areas.

Post release, participants will have the option of engaging in our mentoring program, which pairs reentrants with a one-on-one mentor. Our volunteer mentors are stalwart community members, some of whom have been incarcerated and reintegrated, others of whom have not. All of them are stable, committed, and caring people. Mentors meet each participant where they are and walk alongside them. They develop a connection that enables trust and connection. Our mentors attend meetings with probation officers, accompany mentees to look for housing, or are on the phone several times a day as mentees struggle with new social situations.

We expect that many program participants may also serve time at a State Correctional Institution after working with us at the ACJ. The Prison Society has a staff and/or volunteer presence in every State Correctional Institution in Pennsylvania. It is our hope that participants will stay in touch with the Prison Society throughout the duration of their incarceration - whether it's knowing to reach out to us for resources, asking for help if they experience abuse, neglect, or challenges accessing medical treatment, or even participating in one of our programs active in several SCIs. Participants will leave our groups knowing us, trusting us, and hopefully relying on us for help when they need it most.

We also envision several opportunities for participant's family members to engage with the Prison Society. The Prison Society Helpline is available to all loved ones: our staff is available to answer questions about ACJ or SCI policies, to assist with medical concerns, and to connect families to resources they need. Last year, our Helpline responded to more than 11,000 inquiries from family members. Approximately one-third of these calls were about correctional facilities in or around Allegheny County.

Finally, the Prison Society will be launching Family Support groups both virtually and in person for family members with incarcerated loved ones. Funded through a grant from the Heinz Endowments, family members will have a space to talk about their loved ones' incarceration with people who understand what they are going through. Having a loved one behind bars takes an enormous emotional and financial toll on people, and our support groups will fill a much-needed service gap.

4. Describe how your organization intends to facilitate the curriculum for the proposed programming for each proposed service area(s). (5 points)

Building Connection will be facilitated by two Prison Society staff members in classroom space provided by the ACJC. Groups will be held once a week for a total of six weeks. Group sessions generally last between 90-120 minutes and include no more than 15 people. Staff, in partnership with volunteer mentors, will keep a detailed file on each program participant which includes individualized goal plans, relevant assessments, contact information, and attendance.

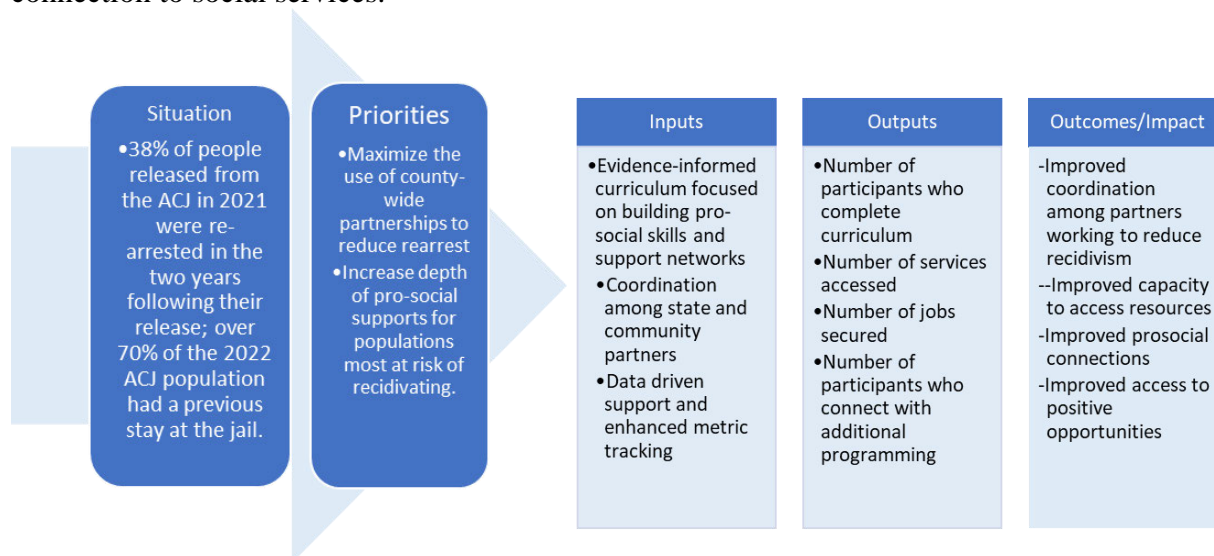
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Ideally, classroom space would allow participants to sit in an open circle with one another. Each session blends brief lectures that introduce skills and practical information, a time for written self-reflection to connect the material to one's own life, and an open time to have group sharing and discussion on the session theme.

All participants will fill out basic paperwork prior to or during the first session. Paperwork includes a participation agreement, a confidentiality agreement, and a pre-survey to gauge goals and hopes for each participant. Participants will also be asked to fill out a post-survey after the sixth session.

5. Describe your organization's intended outcomes for proposed programming and associated measures of success (5 points)

Goal: To reduce recidivism among released populations by increasing pro-social support and connection to social services.



The Prison Society collects quarterly metrics to measure performance and progress based upon identified measures of success and to ensure continuous quality improvement. Our Building Connection programming tracks attendance, if participants engage with us after completing the curriculum, how long participants stay in contact with us, the depth of their participation (i.e. how often they are in touch with their mentors and why), and several pro-social metrics to understand the depth and strength of participants' social connections. These metrics are reviewed by the Social Services Director and presented to the Board of Directors quarterly.

The Social Services Director will conduct a monthly audit of case files to ensure that all assessments and goal plans are completed and to identify any participants who may not be meeting program expectations. The Prison Society will comply with monthly reporting requirements as outlined by the DHS and the ACJC. The Society will also prepare and distribute an annual report on program achievements including:

- Enrollment targets: 75 participants in year 1; 100 participants in year 2; the Prison Society is open to discussing running concurrent cohorts to increase participation.
- Program retention: % of participants who attend all group workshops; # of workshop participants matched with a Mentor; # of participants who establish contact with their Mentor post-release
- Recidivism: % of released participants who remain in the community after 30, 90, and 180 days, % of released participants with no arrests after 30, 90, and 180 days

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- **Program Satisfaction:** All participants will fill out a pre-and post-survey to gauge their satisfaction with both the material provided and with program facilitation. Survey questions will also capture several pro-social metrics to understand the depth and strength of a participant's social connections. A sample questionnaire is available upon request.

6. Describe the evidence base supporting your organization's proposed programming and explain how the programming will achieve the intended outcomes. (10 points)

There is a large, and growing, body of research that affirms the importance of pro-social networks for individual well-being, especially in correctional settings. Research, and 237 years of experience working with incarcerated people and their families, underpins the Prison Society's approach to Family and Community Support programming.

Specifically, the Building Connection curriculum is informed by the strengths-based 5-Key Model of reentry services, an approach derived from a meta-analysis of reentry program evaluations and refined by a team of formerly incarcerated individuals, practitioners, and researchers (Pettus-Davis, Kennedy, 2018). The five keys to reentry success include: Meaningful Work Trajectory, Effective Coping Strategies, Positive Social Engagement and Positive Relationships, and Healthy Thinking Patterns. Our curriculum is designed to target all five keys with an emphasis on positive social engagement and positive relationships. Program staff provide guidance, support, and accountability.

Evidence based assessments and facilitation techniques are infused in every step of the program process. During orientation, all participants will complete a survey based on the 5-key research to gauge social functioning in key areas including hostility, risk taking, social support, and social desirability. Through our partnership with LaSalle University's Nonprofit Center, we are conducting an updated review of literature and best practices. It is our hope that this evaluation will result in increased insight into the development of evidence-based offerings in correctional facilities. It is well established that relationships matter, and it is our intention to add to the body of research that answers HOW to best build and leverage them.

Activities-based Programming and Resource Coordination (25 points possible)

Complete this section only if you are proposing to provide this service. If you are not proposing this service, please leave this section blank. Your response to this section must not exceed 7 pages.

1. Provide a clear statement about why your organization is interested in coordinating activities and resources for individuals incarcerated in the ACJ and how it aligns with the Proposer's mission or current work. (10 points)

[Click here to enter text.](#)

2. Describe your organization's proposed approach for Activity-Based Programming and Resource Coordination, including a sample schedule of all proposed activities. (10 points)

[Click here to enter text.](#)

3. Describe any potential challenges your organization anticipates and how you would address them. (5 points)

[Click here to enter text.](#)

RFP for the Development of an Enhanced Comprehensive Reentry System

Financial Management and Budget (10 points, not included in page count)

All Proposers must complete this section. Budgets and budget narratives must reflect costs for all services proposed.

1. Attach a detailed line-item budget of the costs associated with all proposed strategies, including staff salaries, matching funds, and total expenses and revenues. (5 points)

Attached as a separate document.

2. Provide a budget narrative that clearly explains and justifies all line items in the proposed line-item budget. (5 points)

Attached as a separate document.

PENNSYLVANIA PRISON SOCIETY

Sample Staffing Plan

The final development and fulfillment of the staffing plan will be led by the Prison Society's Family and Community Support (FACS) Director in partnership with DHS and the ACJ. The FACS Director is responsible for overall contractual compliance of services, and the FACS Manager will be responsible for oversight of services and provide direct supervision of program staff within the ACJ, including review of case files, participant assessments, and monthly evaluation of program metrics.

The FACS Coordinator and Building Connection Facilitator are responsible for daily operations and delivery of the group curriculum, participant recruitment and onboarding, and daily communication with DHS and ACJ staff.

The FACS Coordinator and FACS Facilitator will be expected to be on site at the ACJ for group facilitation and for any meetings with DHS, the Beck Institute, ACJ staff, or other partner providers. When not at the ACJ, the Coordinator and Facilitator will have access to administrative office space within Pittsburgh.

1. FACS Coordinator

- a. **Staff Name:** TBD. Staff member will be hired after an open and fair recruitment process in keeping with the Prison Society's Personnel Policy.
- b. **Experience/Qualifications:** Must have at least three years of group facilitation experience, including experience working with vulnerable populations and in a correctional setting. Strong communication skills and an ability to appeal to disparate stakeholders including people in prison, volunteers from diverse backgrounds, correctional staff, and everyone in between. Special consideration will be given to formerly incarcerated people or people who have been impacted by the criminal legal system.
- c. **Responsibilities:** The FACS Coordinator will be the day-to-day point of contact between the Prison Society, DHS, and the ACJ. This role will be responsible for the programs operational and administrative management. The FACS Coordinator will co-facilitate the Building Connections curriculum, and also be responsible for community partnership maintenance and serve as the program's post-release community liaison, which includes connection to the Prison Society's mentoring program..
- d. **%FTE or hrs/week on program:** 75%

2. Building Connection Facilitator

- a. **Staff Name:** TBD. Staff member will be hired after an open and fair recruitment process in keeping with the Prison Society's Personnel Policy.



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- b. Experience/Qualifications:** Must have at least three years of group facilitation experience and experience working with vulnerable populations. Special consideration will be given to formerly incarcerated people or people who have been impacted by the criminal legal system.
- c. Responsibilities:** The Building Connection Facilitator will work closely with the FACS Coordinator to deliver weekly group curriculum, as well as any individual participant follow up needed. The Facilitator will be responsible for participant paperwork, assessments, and files.
- d. %FTE or hrs/week on program:** 3-5 hours/week. Outside of this grant proposal, this facilitator will also be responsible for administering the Prison Society's Family Support Groups.

3. Family and Community Support (FACS) Manager

- a. Staff Name:** Andy Peifer
- b. Experience/Qualifications:** Andy joined the Prison Society staff in 2022 after a number of years of being connected as a volunteer and consultant. He works primarily in the delivery and coordination of programming that assists individuals preparing to return to their families and communities. Andy has delivered the Building Connection curriculum to hundreds of incarcerated men during his time at the Prison Society and is an deeply skilled group facilitator. Over the last 20 years, Andy has worked on various small business and community initiatives and holds a MA in Community Development from the University of Victoria (B.C.).
- c. Responsibilities:** Andy will provide onboarding, training, and ongoing supervisory support to the Coordinator and Facilitator. He will be responsible for oversight of services and provide direct supervision of program staff within the ACJ, including review of case files, participant assessments, and monthly evaluation of program metrics. He will be responsible for any modifications to the Building Connections curriculum in partnership with the Beck Institute and DHS, will participate in CT-R focus groups, and serve as champions for the model in other settings across the commonwealth.
- d. %FTE or hrs/week on program:** 5%

4. FACS Director

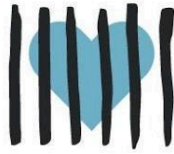
- a. Staff Name:** Kirstin Cornell
- b. Experience/Qualifications:** Kirstin joined the Prison Society in 2019 with ten years of experience working in the criminal justice reform field to lead the Society's newly created Family and Community Support portfolio. Prior, Kirstin led a non-profit that offered programming to justice impacted populations, including youth, adults, and victims of crime. She holds a BA in Psychology from



Georgetown University and an MS in Social Policy from the University of Pennsylvania.

- c. **Responsibilities** The FACS Director is responsible for overall contractual compliance of service, and will participate in CT-R focus groups and serve as champion for the model in other settings across the commonwealth. The FACS Director is responsible for the strategic development of programming and ensuring that programs are delivered with fidelity to their models. The Director will be responsible for decisions regarding replication of the program and model into other parts of the commonwealth.
- d. **%FTE or hrs/week on program: 5%**





PENNSYLVANIA
PRISON SOCIETY
justice & compassion

Building Connection

A Reentry Workshop Focused on Family and Community

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Session 4 - My Relationships: What do I need and what is needed of me?

Session 5 - My Relationships: Emotional intelligence and assessing my role

Session 6 - Managing Failure and Overcoming Setbacks



Who We Are

Prison Monitoring

The Pennsylvania Prison Society was founded in 1787 with the mission to advocate for humane prisons. Today, we respond to issues of neglect and abuse in all state and county facilities through the Commonwealth of Pennsylvania.

Family and Community Support

We believe that everyone deserves support and compassion, regardless of their charge. We provide a continuum of support to incarcerated people and their families, to be able to stay connected from their time in prison through their return to the community.

Education and Advocacy

Our advocacy efforts drive important conversations on prison conditions and frame the debate on mass incarceration. We provide information for the public, our elected representatives, and prison administrators to make informed decisions.

About This Workshop

Humans are social creatures and prison is isolating by design. Incarcerated people are separated from one another, from their loved ones, and from society more broadly. The Prison Society seeks to be a resource for incarcerated and formerly-incarcerated individuals, their families, and their communities.

This workshop has a specific focus on the successful reunification of family and community after incarceration. Participants will engage with the weekly content primarily through personal reflections and group discussion.

Participation in this workshop also opens the door for participation in the mentoring program at the PA Prison Society. At the end of this workshop, each participant will be given the choice to be paired with a one-on-one mentor to assist them in their transition home. This relationship lasts for a minimum of 1 year and provides an opportunity for each participant to work on a deeper level with the specific circumstances, hopes, and concerns.

Participation in this workshop is fully voluntary.

Guidelines for Participation

This guide is meant to create a framework for discussing the topics and issues related to reunification with family and community. The most successful interactions draw out the experience and expertise of each individual and identify areas where there is more to learn.

You are encouraged to:

- Be yourself, be authentic, and be open to learning
- Share your life experiences and listen well to the experiences of others
- Stay positive and focus on success

SESSION 1

WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW

Session Goals: *In this session, you will:*

1. Review the outline of the 6-week workshop and have completed required paperwork for workshop participation
2. Reflect on and discuss things you are most confident about and concerned about as you prepare to go home

Session Activities:

1. Complete the “Building Connection Participant Questionnaire”
 2. Discussion Questions
-

Personal Introductions

Workshop Introduction

Welcome! We are honored that you have chosen to participate in the Building Connection class. We hope that the next 6 weeks are rewarding and valuable.

Format

- Workshop will be held each week for 6 consecutive weeks
- Each weekly session will last approx. 90 minutes

Participant Obligations

- To voluntarily participate in each session
- To have an openness to learning and change
- To respect the other participants in the workshop

What to Expect

- Personal sharing and group discussion about family and relationships
- Open, honest, clear communication
- A confidential environment

Required Paperwork

- Participant Questionnaire and Participant Confidentiality Policy

Discussion Questions

**use the space below for your notes*

- Why were you interested in joining this workshop?
- What part of reentry do you feel confident about?
- What part of reentry are you most concerned about?



Three Relationships Goals That I Have

1.

2.

3.

SESSION 2: ACTIVE LISTENING, EFFECTIVE COMMUNICATION, & SELF-AWARENESS

Session Goals: *After this module, you will be able to...*

1. Know the principles of active listening and effective communication
2. Identify the benefits of strong communication skills and the specific situations where it is essential
3. Practice using strategies for active listening and effective communication, using example situations

Session Assignments *(all instructions found below):*

Reflections on Self-Awareness

Introduction

Communication occurs when you are talking, listening, or sometimes just through body language...non-verbal communication can be very powerful!

When you think about listening and communication, keep these things in mind:

1. Strong communication skills are critical to success in all areas of life. We often use our communication skills to avoid conflict, but we can also use it to advance ourselves and reach goals.
2. Like anything worth learning, being a strong communicator takes practice. And the good thing is that we have many opportunities to practice each day! Don't forget that growth is lifelong and that developing good communication habits will become easier and easier as time goes on.
3. Your ability to communicate with intention is directly related to your level of self-awareness. Knowing yourself, your goals, and your motivations is the foundation of active listening and effective communication. **If you are honest with yourself, you will be fair to those around you.**

Active Listening and Effective Communication



Keys for Active Listening

- *Be approachable.* Make eye contact and have a receptive posture.
- *Listen to the themes and feelings.* Look through the clutter of what is being said and find the root issues.
- *Do not interrupt or interject.* Let the person complete their thought or sentence before formulating what you're going to say in response
- *Ask open-ended, follow up questions.* This will help you to better understand the other person's perspective.
- *Repeat back what you have heard.* Paraphrasing what the other person has said to make sure you understand what is being communicated. For example, say "What I hear you saying is...." or "If I heard you correctly, you said..."
- *Practice empathy.* Place yourself in the other person's shoes.

Keys for Effective Communication

- *Choose your words carefully.* Don't rush important moments.
- *Avoid "overtalking",* such as:
 - failing to keep the focus on the topic of the conversation
 - giving too much or unrelated information that can cause confusion
 - filling all silent space with your voice
- *Pay attention to your own tone of voice, body posture, and general energy.* Notice the signs that you are getting frustrated, angry, or emotional. It is ok to stop a conversation so you can regain your composure. You can say, "Just give me a minute" or "We will need to continue this conversation later?"

Real-life Situation

**read the paragraph below write down your answers to the following questions in the blank space below*

Your sister has welcomed you home to live with her family until you can get your own place. It was agreed that you would take care of certain household responsibilities such as cleaning. Since you moved in you have been doing really well at work and have been given overtime hours. As a result, it has been much harder to keep up with the agreed upon cleaning at home. Your sister says nothing until one day she explodes and tells you that she feels that she is being taken advantage of. You try to talk to her, but she is really upset.

1. What is your initial **emotional** response to your sister?
2. What do you do now and what could have been done differently in this situation?
3. What Active Listening and Effective Communication principles could you use to strengthen your relationship with your sister?

1.	
2.	
3.	

Self-Awareness

**** the ability to see yourself clearly through reflection and introspection***

**** conscious knowledge of one's own character, feelings, motives, and desires***

5 Ways to Cultivate Self-Awareness



CREATE SPACE AND TIME

- Connect with yourself daily
- Avoid digital distractions
- Carve out solitude



PRACTISE MINDFULNESS

- Pay attention to your inner state as it arises
- Try mindful walking, eating, listening



JOURNAL YOUR AWARENESS

- Process your thoughts through writing
- Record your inner states



PRACTISE LISTENING

- Pay attention to speaker
- Observe emotions and body language
- Don't judge or evaluate



GAIN A DIFFERENT PERSPECTIVE

- Ask for feedback

Discussion Questions

**use the space below for your notes*

Your relationship with your son/daughter hasn't been entirely fractured because of your time in prison, but you can tell that they are guarded and aren't sure of opening up completely. It is a valuable relationship to you and you need to clear the air. Using effective communication, active listening, and self-awareness, how do you proceed?

Independent Activity

Reflection on Self-Awareness

- For the next week, perform daily reflections about the key communication moments of the day and write them down. Use the following questions to shape your journaling:
 - What were the highlights and lowlights of your communication today?
 - What did other people see when they talked with you?
 - What will you focus on tomorrow to keep getting better at communication?

SESSION 3

What We Carry: Understanding the role of trauma in our lives

Session Goals: *After this module, you will be able to...*

1. Know the actual definition of trauma and some possible causes
2. Consider the role that trauma may be playing in your life
3. Explore steps you can take to better understand trauma for yourself and your family

Session Assignments: *(all instructions found below):*

Complete Response Questions and discuss

Introduction:

Trauma Defined:

*Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that can have lasting adverse effects on the individual's physical, social, and emotional well-being.



Causes of Trauma:

Trauma can result from a single event, referred to as ***Acute Trauma***

Examples:

- Being physically hurt in an accident
- Being the victim or perpetrator of an act of violence
- Seeing a loved one die

Trauma can result from a prolonged experience, referred to as ***Chronic Trauma***

Examples:

- Growing up with food insecurity
- Feeling unsafe in a home environment
- Being imprisoned

Impacts of Trauma:

- Traumatic experiences are subjective; trauma is more defined by an individual's REACTION to an experience or circumstance
- Trauma typically overwhelms coping skills and becomes cumulative over time
- Disproportionate responses to triggers, panic attacks, unexplained emotions that affect well-being
- Often displays as dissociative response (avoidance of pain/trigger) or hyper response (over-reaction)
- Trauma can change the way you understand yourself and interact with others

Strategies to Address Trauma:

1. Seek Safety: Find a physical or emotional comfort
2. Process: Notice the feelings and be honest about causes
3. Examine: The goal isn't to bury or forget, but to understand and make progress

Response Questions

**respond to the below questions in the blank spaces*

Consider how past trauma may affect physical health, mental health, or general well-being.

- Did you realize what you were experiencing at the time? Why or why not?
- Do you embrace or minimize traumatic or difficult experiences?

Response Questions

**respond to the below questions in the blank spaces*

Consider the ways that you have moved forward in living with past trauma.

- What positive tools have you developed to grow in response to a traumatic experience?
- What are your stories of success in confronting tough memories and emotions?

Session 4:

MY RELATIONSHIPS:

WHAT I NEED AND WHAT IS NEEDED FROM ME

Session Goals: *In this session, you will...*

1. Explore the necessary requirement for healthy relationships
2. Make a personal assessment of what your loved ones need from you and what you need from them

Session Assignments: *(all instructions found below):*

“Response Questions” and discussion
“Real Life Situation” and discussion

Introduction:

The quality of our relationships have a strong impact on our well-being. Some relationships are extremely familiar to us, such as with partners or parents, while other relationships are more transactional, such as with coworkers or your children’s teachers. In this week’s session, we will be looking at how to make our existing relationships as strong as possible, utilize our transactional relationships, and how to open ourselves up to new relationships that could further expand our network of support.



Response Questions

**respond to the below questions in the blank spaces*

1. When you are at your best, what do you provide to those closest to you?
2. What do you need from your closest relationships?
3. What are the barriers to being at your best or being receptive to what loved ones are offering?

Social Skills for Creating Healthy Relationships

Anger control.

We all get angry, but how we express our anger can affect the quality of our relationship and strongly influence what other people think of us. We all need to know how to control our emotions in healthy ways. Anger can be a cover-up for other emotions, like fear. Rather than cover-up true emotions, we should think about why we feel angry and work to find a positive solution.

Problem solving.

Problem solving is one of the most important skills you can develop. Break problems down into manageable pieces, identify possible solutions, and consider the likely outcome for each possible solution. People who can solve problems in a positive way don't need to use violence.

Negotiation and Compromise.

Negotiation and compromise has a place in all healthy relationships. We should learn to look at issues, acknowledge different points of view, and discuss possible “win-win” solutions. In healthy relationships, partners often agree upon a “give and take” solution.

Assertiveness.

Being clear and open about feelings and desires can help prevent arguments. Assertiveness involves respect for one's own needs and those of others. Assertiveness is different from aggression, which is a violent way to express desires and feelings. People who are comfortable stating their wants and needs are less likely to get involved in abusive relationships and are less likely to abuse others.

Fighting fair.

Everyone has verbal arguments and how partners argue is very important to relationships. When partners fight fairly, they stick to the subject, avoid insults, and avoid talking about the past. Always remember that it is ok to walk away from a situation and come back when you've cooled down and can talk calmly.

Empathy.

Empathy allows people to feel what others are feeling. Work to see things from other people's points of view and think about how others feel. Empathy can improve communication skills and make people less likely to hurt others.

Real-life Situation

**read the paragraph below write down your answers to the following questions in the blank space below*

When you get home, you are able to reunite with a lifelong friend. She has been someone who has always been there for you and is someone who you trust. While you have been in prison, she has struggled to hold it all together with her own set of challenges and hardships. Now that you are home, you are in contact with her almost every day, but often find that her struggles and challenges are draining your energy.

1. What can you give your friend and what do you need from them?
2. How do you maintain a mutually beneficial relationship and what Social Skills for Creating Healthy Relationships do you need to use to your benefit?

SESSION 5

MY RELATIONSHIPS: EMOTIONAL INTELLIGENCE and HOW TO USE IT

Session Goals: *In this session, you will...*

1. Explore the concept of emotional intelligence and how it affect relationships
2. Assess how you function within 3 specific relationships

Session Activities:

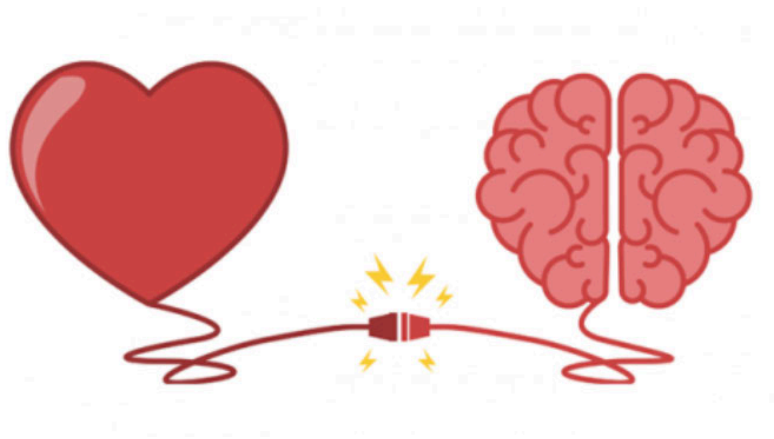
Reflection Exercise on Emotional Intelligence

Real-life Situation prompt and discussion

Introduction:

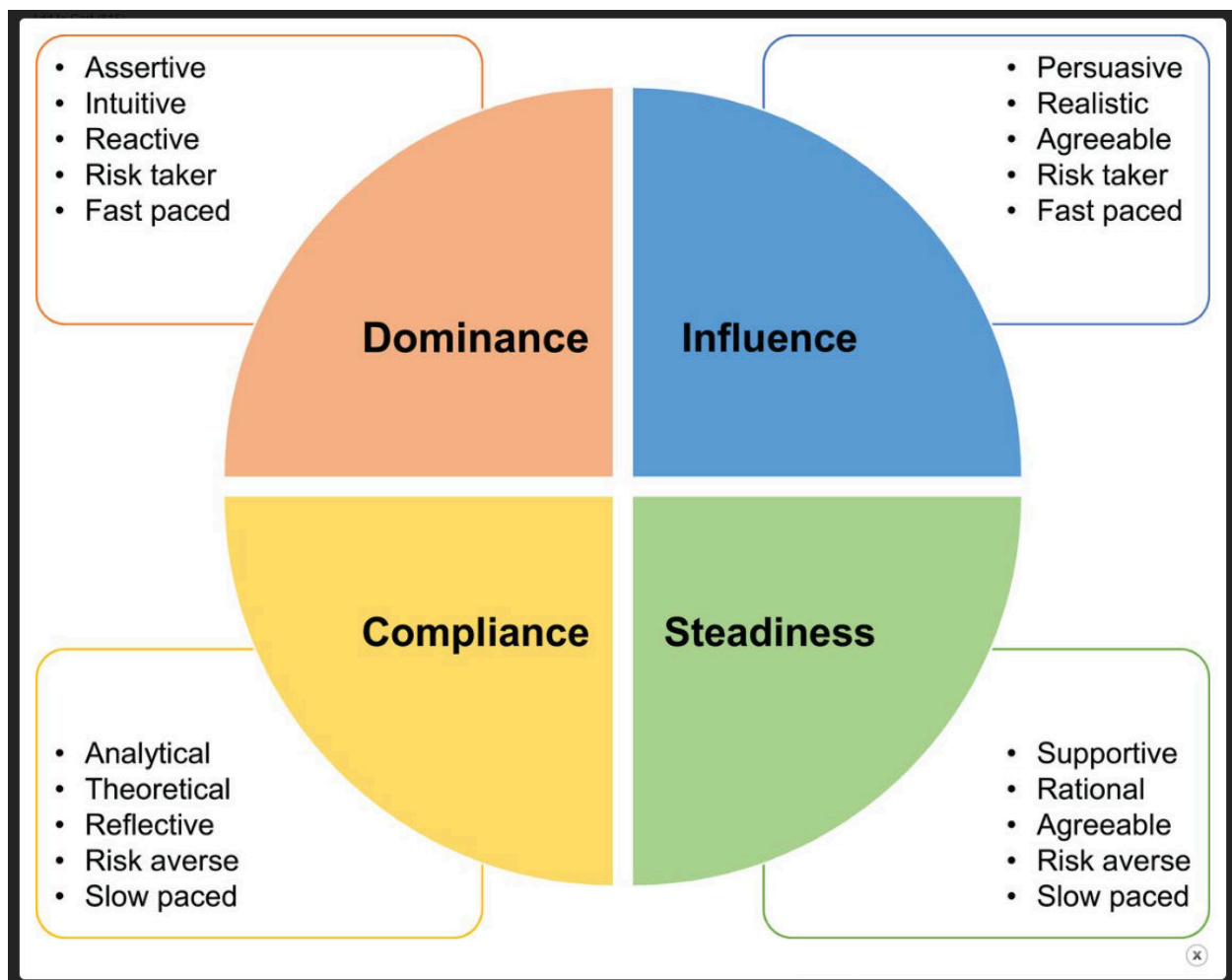
Emotional Intelligence (def.):

the ability to understand the impact of our emotions on our lives and the willingness to acknowledge, accept, and work to regulate those emotions for the health of ourselves, our loved ones, and our relationships



Reflection Exercise on Emotional Intelligence

*consider the graphic below that shows 4 different roles that someone can play in relationships. After you have looked it over, answer the 3 below questions in the space provided.



1. Identify 3 relationships that currently exist in your life. One should be family, one should be a friend, and one should be transactional (P.O., counselor, former-boss, etc.). Write them down below.
2. For each relationship, draw a circle that represents how you generally function in that relationship. The circle can be completely in one quadrant or overlap multiple quadrants. Take your time.

3. Choose one of the relationship circles to describe to the group and why you place it where you did.

Real-life Situation

**read the paragraph below write down your answers to the following questions in the blank space below*

You are struggling because you need to be drastically different things to different people in your life. Your relationship with your teenager is really strong, but all they want you to do is listen to them and get very defensive whenever you offer advice or give input. But your relationship with your husband is completely the opposite. You can hardly get him to talk, he doesn't seem to need anything from you, and his lack of ability to communicate is driving you crazy.

1. For each situation, what are the actions you need to take to keep your sense of self while also supporting your family member.
2. How do you identify your "center", the authentic person you can be regardless of which family member you are interacting with?
3. How do you become Emotionally Intelligent when no one else around you is?

SESSION 6

REFRAMING FAILURE AND OVERCOMING SETBACKS

Session Goals: *In this session, you will...*

1. Consider how failure is self-interpreted and how to reframe it
2. Explore the actions steps for understanding of overcoming setbacks

Session Activities:



“What we call failure is not the falling down, but staying down.”
-Mary Pickford

“Failure is not the opposite of success, it is part of success.”
-unknown

Response Questions

**respond to the below questions in the blank spaces*

1. When you think about past failures, do you think first about the impact on yourself, on other people, or both equally?
2. Do you have a fear of failure when you think about moving into the next stage of your life? If so, describe how you balance and manage that fear.

How to overcome a setback

A setback is an event in your life that delays your progress towards a goal or disrupts how you were expecting to achieve a goal.

Step 1: Expect setbacks

Setbacks are normal, and everyone faces them. Knowing that everyone experiences setbacks is a good foundation to understanding that while a setback may be jarring, it is something everyone can expect.

Step 2: Acknowledgement

In the same way that we have to learn to expect setbacks in our working lives, when they do happen, **it can be detrimental to try and deny that they've happened**. Looking at the setback head-on will enable you to start dealing with it honestly and productively.

Step 3: Don't play a blame game

If you experience a setback, you'll likely want to know where things went "wrong". **One thing to try and avoid is placing blame on yourself or others in a way that distracts you from progress**. Placing blame on yourself or others isn't going to help fix it or avoid future setbacks.

Step 4: Allow time to move forward

When possible, allow yourself to take a breath and regroup. It serves no purpose to dwell on a problem. Allow the movement of time to push you through to the other side.

Step 5: Get out of your comfort zone

Overcoming a setback may involve making some difficult decisions. These things take **time and practice**, but you'll get there so much faster by pushing yourself, working hard and getting out of your comfort zone.

Response Questions

**respond to the below questions in the blank spaces*

1. Looking at the 5-Steps of Overcoming a Setback, which one comes easiest to you and which is hardest? Why?
2. Think of a time that you supported someone through a setback. What did you find was helpful to that person to regroup and keep going?

ENVISIONING CHANGE AND PLANNING A WAY FORWARD



Response Questions

**respond to the below questions in the blank spaces*

Identify two specific people in your life that are essential to you.

For each person, write down why the person is important to you and what beneficial things they provide to you in the relationship. Be specific.

For each person, write down what part of the relationship has been a challenge and how it has affected you. Be specific.

Relationship #1

Relationship #2

Response Questions

**respond to the below questions in the blank spaces*

For each of your two relationships, define both a short-term and long-term action step that you will take to improve the relationship and optimize the person's role in your life.

Relationship #1

Short-term

Long-term

Relationship #2

Short-term

Long-term

Pennsylvania Prison Society

BUDGET SUMMARY FORM

Budget Period: September 1, 2024 to August 31, 2026

OBJECT CLASS CATEGORIES	Year 1 Program Costs	Year 2 Program Costs
Personnel	\$ 39,275.00	\$ 49,700.00
Fringe Benefits 15%	\$ 5,891.00	\$ 7,455.00
TOTAL PERSONNEL COSTS	\$ 32,890.00	\$ 57,155.00
Supplies	\$ 750.00	\$ 1,000.00
Travel	\$ 3,750.00	\$ 5,000.00
TOTAL OPERATIONAL COSTS	\$ 4,500.00	\$ 6,000.00
Overhead 10%	\$ 3,739.00	\$ 5,942.00
PROGRAM COSTS (Personnel and Operating)	\$ 41,129.00	\$ 65,362.00

BUDGET JUSTIFICATION
Budget Period: July 1, 2024 to June 30, 2025

Name/Position	Annual Salary or Hourly Rate	% of Time or # of Hours	Cost to Program
Kirstin Cornell, Family and Community Support Director	90,000	5.00%	4,500
Name/Position	Annual Salary or Hourly Rate	% of Time or # of Hours	Cost to Program
Andy Peifer, Family and Community Support Manager	70,000	5.00%	3,500
Name/Position	Annual Salary or Hourly Rate	% of Time or # of Hours	Cost to Program
Family and Community Support Coordinator	50,000	75%	37,500
Name/Position	Annual Salary or Hourly Rate	% of Time or # of Hours	Cost to Program
Building Connection Facilitator	\$20/hf		4,200
		210 hours	
		Page Total:	49,700
		Grand Total:	49,700

PENNSYLVANIA PRISON SOCIETY

Financial Management and Budget (10 points, not included in page count)

All Proposers must complete this section. Budgets and budget narratives must reflect costs for all services proposed.

- 1. Attach a detailed line-item budget of the costs associated with all proposed strategies, including staff salaries, matching funds, and total expenses and revenues. (5 points)**

Attached as a separate document

- 2. Provide a budget narrative that clearly explains and justifies all line items in the proposed line-item budget. (5 points)**

Year 1: \$41,129

Year 2: \$65,362

Total: \$106,521

Personnel:

The FACS Director and FACS Manager will devote 5% of their time to this project from the onset of grant award, totaling \$8000 per year.

The Prison Society anticipates hiring the FACS Coordinator and Building Connection Facilitator within three months of the grant award. The budget therefore reflects 75% of their annual personnel costs in year 1 (\$31,275). Year 2 includes an anticipated full year in each respective position (41,700).

Fringe:

Fringe benefits were calculated using a rate of 15%

Supplies:

Supplies include notebooks for all participants, printed out participant guides, and pens. All supply costs allocated to the program will be approved by the FACS Director and documented for DHS review.

Travel:



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Staff are eligible for reimbursement for job related travel in accordance with the federal mileage reimbursement rate. Travel also includes a budget for Allegheny County based staff to travel to meet with all Prison Society staff at least once per year in either Central or Eastern PA, and for the FACS Director and Manager to travel to Allegheny County at least twice per year. All travel costs allocated to the program will be approved by the FACS Director and documented for DHS review.

Overhead: The Prison Society's overhead rate is approximately 16%, but for the purpose of this grant, a 10% rate was applied.





A Program of Philadelphia FIGHT

Enhancing Linkages Program

Prison Health News

Project TEACH Outside

Reentry Drop In Center

Support Center for Prison Advocacy

Beyond the Walls: Prison Healthcare
and Reentry Summit

June 10, 2024

Mr. Andy Peifer
Family and Community Support Manager
Pennsylvania Prison Society



RE: ACJ Proposal

Dear Mr. Peifer,

On behalf of Philadelphia FIGHT Institute for Community Justice (ICJ), I am pleased to offer enthusiastic support for Pennsylvania Prison Society proposal to do programming within a justice involved facility.

The urgency for such initiatives is highlighted by the alarming 62% recidivism rate observed among Philadelphia County residents within three years following their release from incarceration. Your commitment to connecting with these individuals and providing an alternative to the circumstances that may have contributed to their confinement is commendable. There is empirical data supporting evidence-based practices in reentry settings have proven instrumental in curbing recidivism rates and enhancing public safety outcomes.

We have upmost confidence in your proposal and believe it will yield meaningful results for the individuals you serve each year. We hope your application is received favorably and we look forward to collaborating further should you be awarded.

Sincerely,

Kelly Rascoe, MHS, LPC, CCS, CAADC (Program Director)